



Original Article

Administrative Challenges Preventing Effective Curriculum Implementation in Public Secondary Schools in Nyamagana District - Mwanza City, Tanzania.

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Administrative challenges can disrupt effective implementation of curriculum in secondary schools. Literature review shows that many administrative challenges hinder the implementation of curriculum in secondary schools. In order to implement the curriculum effectively, school administrators need to provide support to teachers since they are crucial to ensuring that curriculum is delivered consistently, effectively, and efficaciously to enhance learners' academic achievement and growth. This study sought to examine the effect of administrative challenges on curriculum implementation in public secondary schools in Nyamagana District – Mwanza City, Tanzania. The study adopted a convergent parallel design under a mixed method research approach and a sample size of 172 respondents. Data were collected using questionnaires and interview guide. Validity and reliability of the instruments were tested and were reliable to be given to the respondents for data collection. The findings of this study revealed that the school administrators face many challenges which make the curriculum not to be implemented effectively. The challenges which were mentioned include: lack of fiscal infrastructure, lack of guidelines for the implementation of the curriculum, insufficient funds, overcrowded classrooms, heavy workloads, teachers' lack of commitment, complexity of managing curriculum, and school heads' inability to supervise curriculum delivery. It is recommended that government should provide more funds whenever it rolls out an education innovation so as to enable the schools to effectively implement the innovation. There is also need to conduct seminars and workshops for school administrators to enable them to effectively implement curriculum innovations in secondary schools.

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INTRODUCTION

The growing need for education system to produce graduates with capabilities has received substantial attention in the current education reforms in Tanzania. This is because it has been apprehended that growth and development of human resource in any country cannot be attributed to the increase in traditional inputs alone like the number of teachers, teaching materials, and other facilities but to the improvement in knowledge and skills of labour force and change in technology (Paulo & Tilya, 2015). One of the education development components is the curriculum which is seen as the supporter of quality educational system. Onyango and Tangi (2020) point out that the change of curriculum from content based to competency based in some East African countries was necessitated by the fact that there was a need for a new curriculum that could assist learners to acquire knowledge and apply the knowledge in their daily lives. In Tanzania for instance, Competency-Based Curriculum (CBC) was adopted and has been implemented in secondary education since 2005. The adoption was preceded by a prompt survey done by the Tanzania Institute of Education (TIE) in 2004 to review the secondary education curriculum. It was revealed by this review that the traditional curriculum did not stipulate capabilities to be achieved by learners by the time they complete the course. Hence, the move from content based curriculum to competency-

based curriculum (URT, 2018). However, recently there have been concerns by both experts and politicians about effectiveness in the implementation of the curriculum (HakiElimu, 2020). For example, in the parliamentary session, members of parliament pointed out that students graduating from secondary schools are lacking necessary competencies (HakiElimu, 2020).

The school administration is directly involved in curriculum implementation. The head of school is responsible to make sure that the school educational objectives are the means through which they should be achieved are spelt out by the professional staff. The school head has the role to ensure that operative training is attested in the school via consistent supervision of classroom (Jonjo & Jonjo, 2019). The school head must ensure that teaching standards are maintained; he/she should follow up preparation of schemes of work, lesson notes and records of work; monitor marking of students' exercise books, and similarly partake in classroom surveillance. The head of school has the responsibility of ensuring effective programme implementation by: assigning work, coordinating, and supervising teachers and to ensure that work is completed timely. The school head also has a role to ensure effective monitoring of teacher attendance, and adherence to school timetable and all other school activities (Jonjo & Jonjo, 2019).

Teachers will perform effectively when they are motivated. A school head can meet his/her staff motivational needs by giving teachers an opportunity to participate in in-service trainings and other activities, entrusting significant duties like overseeing subject panels, engaging role models to talk to teachers, students, and supportive staff, to ensure good communication on what is going on in the school (Johnson, 2017). Actually, the school head is a problem solver an administrator and a facilitator for change.

Miao and Pang (2017) examined the roles of teachers' leadership in Shanghai education success. Their study intended to find out the reasons for and the extent to which Shanghai schools are prosperous from the viewpoint of teacher leadership. The research identified the responsibilities that teacher leader should engage in to ensure effective curriculum implementation. Among these roles include support to junior teachers so that they can grow professionally, to lead and develop curriculum, and expedite collaboration among teachers. This implies that in Shanghai, teacher leaders have acute contribution in helping their schools to succeed. Teacher leaders have the tendency of working closely with their subordinates, and as a result they contribute directly and absolutely to school improvement in relation to curriculum implementation.

Awhen and Ogar (2015) report that from the commencement of western kind of education in Nigeria, numerous endeavours have been put in place to frame policies to develop education training. They further argue that the formulation of the policy is not the problem but the implementation. Nonetheless huge amount of money is consumed on executing new curriculum, numerous of such efforts have botched and the central motive behind the failure is poor knowledge of the school culture by instructors in the school system and experts outside the school systems. Therefore, in order to successfully implement a school curriculum, we are required to understand the traditions, power relationships, and roles and duties of individuals in the school system.

In Tanzania, the need to provide quality education for all learners was the main reason of coming up with the educational policy. For quite a long time,

the government of Tanzania has been playing its role in building and improving physical facilities, introduction of Fee Free Basic Education, and provision of other educational resources especially human resources particularly teachers (MoEST, 2018). Despite these measures, the learners' academic performance in Nyamagana District is not satisfactory (MoEST, 2020). School Quality Assurance reports for Nyamagana District suggests that there are issues. Both Form Two and Form Four National Examination Council of Tanzania (NECTA) results for five years (2015 - 2020) are not impressive. The majority of candidates fall in Divisions IV and 0. For this situation, seems to suggest that there are issues in teaching and learning process, there are various factors that might have negatively influenced the schools which might have led to poor performance in examinations. In relation to that, research studies that have been undertaken show that shortage of physical facilities, lack of teachers' motivation are said to affect the curriculum implementation (Bishangirwa, 2017; Chakupewa, 2018). Researchers believe that schools' in the 21st Century requires adequate physical resources and teachers who are well motivated so as to implement a secondary education curriculum effectively. Additionally, the application of fee free education policy in public secondary schools in Tanzania has been found to affect curriculum implementation (Mashala, 2019; Godda, 2018). This is because the enrolment of students has increased and there is a high demand of teachers and government preparedness in terms of budget allocation. However, most of the studies undertaken in Nyamagana District were not directly focusing on administrative challenges preventing effective curriculum implementation in public secondary schools. Therefore, it is for this reason, the researchers wanted to identify the administrative challenges preventing effective curriculum implementation in public secondary schools in Nyamagana District –Mwanza City, Tanzania.

EMPIRICAL LITERATURE REVIEW

This part comprises of empirical literature that concentrate on the administrative challenges preventing effective curriculum implementation in public secondary schools in Nyamagana District-Mwanza City, Tanzania.

Administrative Challenges Preventing Effective Curriculum Implementation

Different studies found out a number of challenges facing school administrators in execution of their duties and responsibilities in curriculum implementation.

Nevenkosky (2018) undertook the study which aimed at finding out the barriers to effective curriculum implementation in Southwest Private School (SPS) in Southeast Texas in USA. The study used pure qualitative approach. In this study, questionnaires, interviews, and observations checklist were employed in data collection. The sample of 10 participants (eight teachers and two administrators) was used. From the qualitative analysis of the data concerning the barriers to effective curriculum implementation, the results designated that teachers require extra information prior to the projected implementation, and recognition of their individual needs; provision for opportunities for individual growth, peer-collaboration, and access to curriculum resources. This implies that curriculum cannot be implemented effectively if the teachers are not given adequate information about the curriculum innovation. Therefore, teachers must be conversant with the curriculum innovation that they are enquired to implement. Adequate teaching resources and other administrative support can help the teachers to implement curriculum effectively.

A related study was conducted by Mandukwine (2016). It employed the qualitative approach and came up with the following findings concerning the understandings and challenges encountered by the school stakeholders particularly School Management Teams (SMTs) and educators concerning the implementation of curriculum in their schools. The findings include; lack of resources, insufficient training, and hefty workloads. The study concluded that though SMTs and teachers attempt to execute their tasks to guarantee operative operation of curriculum in their settings, training and constant support is still needed by them to perform certain facets of their responsibilities. It means that staff members perform efficiently if they are offered an opportunity to attain in-service training and other

activities that may motivate them to implement the school curriculum effectively

In line with this, Dzimiri and Marimo (2015) carried out a study on the challenges in the implementation of the Zimbabwe localized advanced level Geography syllabus. The study implemented synchronized triangulated mixed methods design. The findings designated that teacher employ teacher-centred methods, lack appropriate instructional media and resources, face challenges in syllabus elucidation, and learners have adverse outlooks concerning some syllabus topic. Based on these findings, it is hard for the curriculum to be implemented efficiently because the effective curriculum implementation is determined by the availability of resources. Therefore, if the resources are not adequate in schools, teaching and learning will be unsuccessful as a result learners' academic performance will be poor.

Okoth (2016) researched on the challenges of executing a top-down curriculum invention in English Language Teaching: Perspectives of Form III English Language Teachers. The study employed a mixed method descriptive design. Data was gathered through interviews, questionnaires, and contemplative conversations. Descriptive statistics was used to analyse quantitative, while qualitative analysis was done through transcriptions of interviews and filed notes in which outlines and themes were recognized. The findings of this study revealed that absence of proper Teacher Professional Development (TPD), inappropriate learner characteristics, content overload and complexity, unsuitable pre-service training, and inadequate directions in course books on integration affect curriculum implementation efforts. Nevertheless, the research provided the conclusion by recommending the participation of teachers in the improvement of curriculum inventions, organization of unceasing TPD, improvement of resources that back teachers in their application, and appraisal of assessment techniques. The findings of the study reveal that effective curriculum implementation requires appropriate pre-service training, in-service training and development of materials that can facilitate the teachers who are the main curriculum implementers. Without doing so, curriculum innovation cannot be implemented

effectively and the low academic performance will still exist in schools.

The study of Bishangirwa (2017) examined the curriculum management methodologies and evaluated the modalities of involvement of teachers and students. Mixed research approach was employed and interviews, questionnaires, and focus group discussion were used as data collection methods. Data were gathered from 8 secondary schools involving a total of 81 respondents including 40 students and 41 teachers. The study discovered that the school heads apply numerous curriculum managerial methods; depending more on assessment approaches and administrative monitoring than participatory methodologies. The modes for teachers to participate in curriculum organization include motivating and inspiring students, classroom management, counselling, addressing student's problems, inviting and engaging parents in management. Furthermore, the study views student representations in school management meeting as a way partaking in curriculum organization. Additionally, Bishangirwa (2017) identifies the challenges of curriculum management including inadequate learning resources, absence of teacher inspiration, and big classrooms. The research established that to successfully solve the challenges of curriculum organization, teachers and students should take part in curriculum organization. Based on his conclusion, it is true that effective curriculum implementation needs the involvement of all educational stakeholders to be involved. This can help the administrators to deal with all challenges hindering the effective curriculum management in educational organizations.

Conducting a study on the challenges facing community secondary schools and their impacts on girls' admittance to secondary education, Hemedi (2017) employed mixed research approach, and used questionnaires, social survey, and personal interviews to collect data. The study employed a sample size of 60 respondents in Dodoma Municipal Council including 32 teachers, 12 Ward Education Officers, 8 school heads, seven parents and one District Education Officer. The study found that some girls get soap and pads from their homes; though some families cannot afford offering such services. This is a major challenge when girls are in

menstrual periods. Also, the study found that even the water provided is not enough for the school community. Grounded on the results of the investigation above, it is sad to realize that girls have unfavourable conditions while in schools. This is a huge challenge for them with regard to actual curriculum implementation whereby the shortage of water supply in school environment is among the challenges that may highly affect the students' academic performance.

RESEARCH METHODOLOGY

This part explains the methodology employed for this study. It highlights on such issues as research design, population and sampling, treatment of data and ethical considerations.

Research Design

Research design is defined by Pandey and Pandey (2015) as the framework for research that is employed as a guide in collecting and analysing the data. It is a plan, structure, and approach of the exploration to be considered towards obtaining responses to research questions (Kumar, 2011). Hence, the research design can be defined as the structure or blueprint of data collection, measurement, and analysis. In this respect, the study employed a convergent parallel research design under a mixed research method. Edmonds and Kennedy (2013) observed that convergent parallel research design is the research design which involves the collection of qualitative and quantitative data simultaneously and the interpretation of the two methods is combined at the end of the discussion. In this study, the researcher collected both qualitative and quantitative data at the same time, also the analysis of data was done differently and the results in the interpretation were combined. This research design assisted the researcher to collect enough and relevant responses required in the study. It is cost-effective because the researcher went once to the field and collected both qualitative and quantitative data together.

Population and Sampling

The sample size for this study included 172 respondents which include: 68 teachers, 6 heads of public secondary schools, 1 District Education

Officer, and 97 students of Form Three and Form Four from six public secondary schools whereby simple random sampling was used to select teachers and students, while purposive sampling was used to select the heads of public secondary schools and District Education Officer.

Instruments and Validation

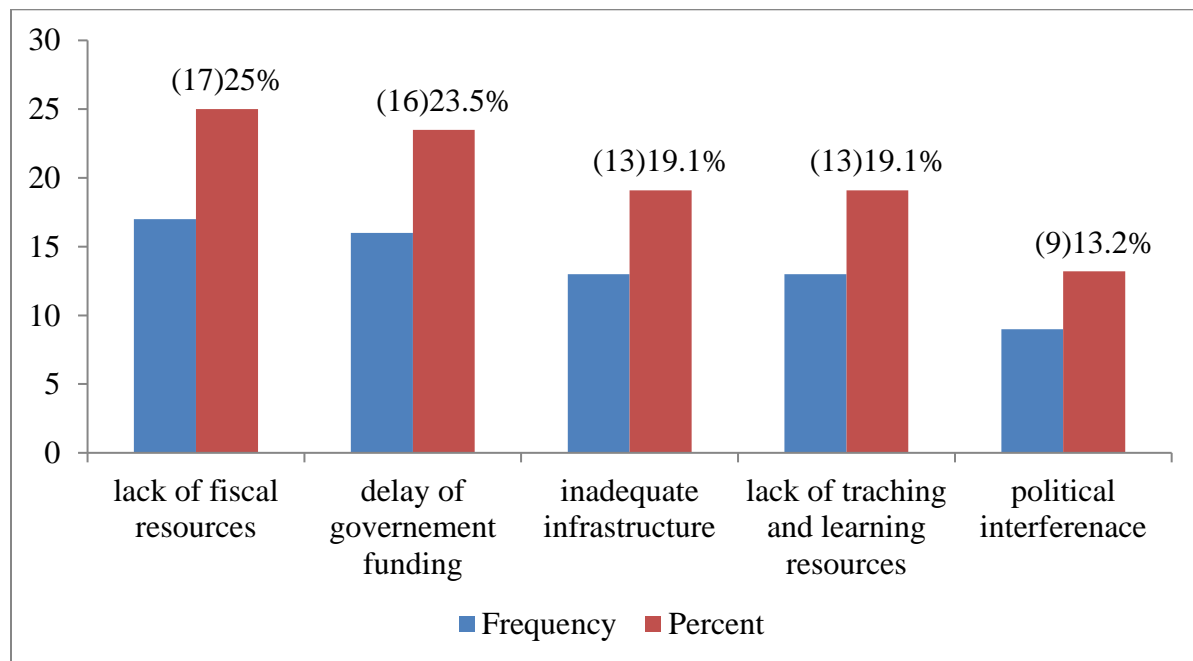
Data was gathered through a questionnaire and the interview guide. A questionnaire is tool of data gathering consisting of questions written or typed in a certain order on a form or set of forms (Kothari & Garg, 2019). In this study, the researcher used close-ended questions to collect data from teachers and students. Questionnaires were given to teachers and students; then after being filled in, they were collected by the researcher. This method of collecting data facilitated the researcher to collect adequate data in a short time in the way that using these questions helped the researcher to get answers directly from the respondents. An interview guide is an instrument of data collection that encompasses demonstration of oral-verbal replies (Kothari & Garg, 2019). In this study, the researcher employed the interview guide to gather data from the school

heads and the District Education Officer, who were selected purposively. The researcher prepared questions which were used during the conversation. The information given was noted by writing it down, and recording was done where necessary. The interview guide assisted the researchers to collect more complete and accurate information because the researchers had a chance to elaborate and clarify some questions, hence it might be easy to get accurate answers from the respondents. The instruments were validated by exposing them to the research experts from Saint Augustine University of Tanzania, Mwanza. Such experts were supervisor, faculty members in the department of Education Foundations and other people who have the knowledge. Their views were considered in improving the instruments so as to enable the researcher to get relevant information. Test retest method was used to check reliability of the questionnaire.

RESULTS AND DISCUSSION

The study intended to examine administrative challenges facing curriculum implementation in public secondary schools in Nyamagana District.

Figure 1: Administrative Challenges Preventing Effective Curriculum Implementation



The researchers asked the respondents to mention the challenges affecting curriculum implementation in public secondary schools. Figure 1 shows that 17(25%) said that one of the administrative challenge which hindered effective implementation of curriculum was lack of fiscal resources, 16(23.5%) delay of government funding, 13(19. %) mentioned inadequate infrastructure, 13(19.1%) mentioned lack of teaching and learning resources and 9(13.2%) said that political interference in education sector was one of the challenges hampering the implementation of curriculum in secondary schools in Nyamagana. These findings show that curriculum implementation is hampered by many variables.

Through interview, the head of school C, commented;

We lack the staff and those who are present are not specialized in curriculum improvement for special needs education. The consequences of such a conformation are that the developed curriculum is rigid and not flexible for the needs of special needs education. The anticipated outcome is the same for all special needs' education learners. This is impractical given the varied nature of disabilities (Head of school C, 15th June, 2021).

Similarly the head of school B, also commented:

The present curriculum does not profit individual learner's wants leading into having a graduate who has not profited from the capabilities established in school. This can depress others who might not understand the significance. Curriculum resources are established without envelopment of significant stakeholders such as the teachers; and no piloting is conducted to in-service teachers on the way to apply the developed resources (Head of School B, 15th June, 2021).

As seen from the above, it is evident that all the mentioned factors are administrative challenges influencing curriculum implementation in public secondary school though some factors impact the implementation of curriculum to a lesser extent.

To complement the above discussion, during another interview with head of school A, it was

noted that there are so many challenges that heads of schools face when carrying out their administrative roles. Some of the challenges they face are lack of fiscal resources and delay of government funding. He argued that grants disbursed by the government to run the schools are not enough and very often than not, the money is always brought very late. The infrastructures are not adequate and that poses a challenge for implementing curriculum by the administrators. Also, there is lack of teaching and learning materials (Head of School A, 15th June, 2021).

The findings correspond with Mandukwine (2016) who argued that shortage of resources; insufficient training and heavy workloads are some of the challenges facing School Management Team. From this experience therefore, it is true that the factors above are the challenges to the implementation of curriculum in many secondary schools, not only in Nyamagana but could be facing secondary schools in the rest of Tanzania. Lack of suitable instructional media and resources pose challenges in syllabus interpretation and cause students to have negative attitude towards some subjects and topics. Based on these findings, it is challenging for the curriculum to be implemented successfully because its implementation is determined by the accessibility of resources. Similarly, Okoth (2016) revealed that absence of appropriate Teacher Professional Development (TPD) program, content overload, and insufficient course books affects curriculum implementation. According to Okoth this means that many teachers feel that the existing school curriculum is inappropriate for learners; which may clarify the reasons for most schools to have not executed the inclusive education curriculum. It is consequently clear that the current curriculum lacks relevance leading into a challenge in the implementation of the same by the administrators in public secondary schools (Okoth, 2016).

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following are the conclusions and recommendations of the study:

Conclusions

The study concluded that there are different administrative challenges facing the heads of schools in the implementation of secondary education curriculum they include: lack of fiscal resources, delay of government funding, insufficient infrastructure, shortage of teaching and learning resources and political interference. Lack of these resources might have contributed to poor implementation of secondary education curriculum in public secondary schools in Nyamagana District. In the same vein, Mandukwine (2016) argues that lack of resources; insufficient training and heavy workloads are the factors that disrupt the implementation of curriculum in schools. These challenges make the head of schools to be ineffective in monitoring the curriculum delivery in their schools.

Recommendations

The study recommends that since secondary education is important in the life of students; therefore, it should be effectively implemented by providing secondary schools with adequate resources which will enable the teachers to effectively implement the secondary education curriculum. Effective implementation will contribute to improved performance in examinations and offer learners various pathways to succeed in life. The government should set aside enough funds to run the secondary schools efficiently. Provision of sufficient infrastructure such as classes, teachers' houses, desks; reducing political interference will make the school administration and management to be effective in curriculum implementation.

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